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ABSTRACT

The goal of the East Asian Curriculum Project (EACP) of Columbia University is to support education on Asia at the secondary and elementary levels. The project has developed a variety of curriculum resources and collaborated with state and local educators in designing units about Asia for teachers. Each packet contains brief resource lists along with the locations and names of resource centers dealing with a specific country or area. This document on Japan is designed for the ninth grade and is based on a 4-week unit of 15 to 20 class lessons focusing on 6 themes: (1) cultural borrowing/Japanization of foreign ways; (2) social closeness and the primacy of society; (3) relations between the inward and outward economy; (4) inclination toward political and social stability; (5) pursuit of change/preservation of cultural values; and (6) Japan and the world. The sections include: (1) the physical/historical setting of Japan; (2) dynamics of change (modernization); (3) contemporary nations and cultures (postwar Japan); (4) economic development in Japan; and (5) Japan in global context. A timeline and maps are also included as well as an extensive list of audio-visual resources on Japan. (NL)

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CENTRAL THEMES FOR A UNIT ON

JAPAN

IN A WORLD CULTURES SOCIAL STUDIES CURRICULUM

A GUIDE FOR TEACHERS

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CENTRAL THEMES

for a unit on

JAPAN

IN THE WORLD CULTURES SOCIAL STUDIES CURRICULUM

by
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EAST ASIAN CURRICULUM PROJECT (EACP) -- COLUMBIA UNIVERITY

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Columbia University, East Asian Institute, 420 W. 118th Street, New York, NY 10027
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JAPAN THEMES

The themes are distinctive, and recurrent, so that they are touched on again and again under different categories, until a portrait of cultural difference is accumulated. Of the many possible themes, six are suggested here as illustrative of Japanese culture and its relation to the world.

1. Cultural borrowing/Japanization of foreign ways
2. Social closeness and the primacy of society
3. Relations between the inward and outward economy
4. Inclination toward political and social stability
5. Pursuit of change/preservation of cultural values
6. Japan and the world

INTRODUCTION TO THE THEMES

1. Cultural Borrowing/Japanization of Foreign Ways

All societies borrow from others, but the Japanese are distinguished by the degree to which they have engaged in deliberate, aggressive, and selective borrowing, followed by adaptation, or Japanization, of foreign ways.

2. Social Closeness and the Primacy of Society

Japan's insularity has fostered a sense of social closeness, reflected in the structures of the family, community, and workplace, as well as in the sense of Japanese national identity. The primacy of society as a central value characterizes the dynamic of Japanese ways of making decisions, setting goals, and resolving conflict.

3. Relations between the Inward and Outward Economy

Japan's lack of natural resources greatly affected the relation between the inward economy, which was predominantly agrarian until well into the twentieth century, and the outward economy, which flourished at times and languished at others but was often the critical factor in the economic situation of the country.

4. Inclination toward Political and Social Stability

An inclination toward political and social stability (or a disinclination toward disorder) is reflected in the continuity of political institutions which survived after power had in fact devolved to other sectors as well as in the tendency toward evolutionary rather than revolutionary change.

5. Pursuit of Change/Preservation of Cultural Values

Japan has long accommodated aggressive pursuit of change at the same time that it has tenaciously preserved its distinctive customs and culture, often by enshrining them in forms altered to suit the contemporary age.

6. Japan and the World

In Japanese history periods of reclusive isolation have alternated with times of active engagement both with Asia and the world. Japan's search for its proper place in a global order no longer defined in terms of only East and West is the late twentieth century expression of the changing relationship between Japan and the world.

SECTIONS
following the NYS Curriculum for the 9th Grade
Time suggestions based on a four-week unit of 15-20 class lessons

I The Physical/Historical Setting of Japan

Suggested time: 3-4 lessons

1. Island Country in a Regional Setting
2. Mountains and Sea
3. Men Among Men - The Government

II Dynamics of Change - Modernization

Suggested time: 4-5 lessons

1. "Tradition" Defined
2. The West in Asia
3. Modernization
4. Imperialism and War - 1905-1945

III Contemporary Nations and Cultures - Postwar Japan

Suggested time: 5-7 lessons

1. Postwar Reform - 1945-1955 and Thereafter
2. Economic Recovery and Growth
3. Social Relations
4. School and Work
5. Culture Preserved

IV Economic Development in Japan

This section is not given a separate status. Instead, economic issues are integrated into each of the other topical headings.

V Japan in Global Context

Suggested time: 3-4 lessons

1. Japan and the World
2. The Future of the World
3. Conclusion

Appendix: Timeline and Maps

LESSONS AND TOPICS

I THE PHYSICAL/HISTORICAL SETTING OF JAPAN [*Suggested time: 3-4 lessons*]

1. Island Country in a Regional Asian Setting

A. Japan's external geography is characterized by the ***insularity*** of a country without land borders, a condition the Japanese regard as fundamental to their psychology, often called the "island country (***shimaguni***) mentality." This insularity has fostered a sense of social closeness (**THEME 2**) and national identity. Despite the emphasis on distinctive insularity, the Japanese people probably migrated from the Asian continent via Korea and are thus less isolated from adjacent lands than their myths of national origin suggest.

B. Japan's cultural setting was Sinic civilization, with China as the great center of culture, from which Japan in its earliest historical times borrowed the main elements of its own civilization, from forms of government to written language to art and religion. This aggressive ***cultural borrowing*** (**THEME 1**) had as its corollary the ***adaptation*** of foreign ways, in this instance the Japanization of Chinese forms. The adoption of Buddhism linked Japan with India, the other great source of Asian civilization, marking the perimeters of the first phase of Japan's relation with its world (**THEME 6**), much as England was linked to the civilization of Rome. In the process of adaptation both native and foreign forms were modified and preserved, in the pattern of ***eclecticism*** which permitted Buddhism, Confucianism, and Shinto to coexist and also enabled the preservation of Japanese values even as foreign ways were introduced (**THEME 5**).

2. Mountains and Sea

A. Japan's internal geography is determined by the mountainous terrain, from the peaks of which the sea is nearly everywhere visible. The resulting lack of arable land (only 16% is arable) has had social consequences: ***wet rice agriculture***, the staple of monsoon Asia, crowded into small lands that required intensive labor to transplant, irrigate, and harvest the paddy fields also intensified the social closeness of the Japanese living and working together in small villages (**THEME 2**).

B. The ***lack of natural resources*** in the four Japanese islands has had obvious economic consequences, both for the inward economy, which was predominantly agrarian until the 20th century, and for the outward economy, which depended on the outside world for precious metals in ancient times and oil in the present day (**THEME 3, THEME 6**).

C. ***Shinto***, the indigenous religion of Japan, celebrated nature, making the mountains and sea into sites of awe and beauty. In both religious and aesthetic terms, nature figures strongly as a cultural value.

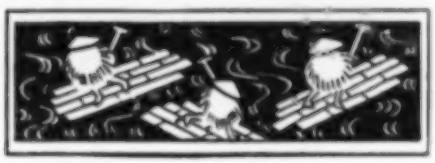
3. Men Among Men -- The Government

A. The ***imperial institution***, the most enduring institutional form in Japan's history, originated with the rulers of the tribe which conquered the other tribes in early Japan. Their god, the sun goddess, became the god of the nation; their ruler the highest officer of the realm, the emperor. But real authority was soon transferred to men who ruled in the name of the emperor, where it remained for nearly all of Japanese history. (**THEME 5**) This quiet ***devolution of political power*** from the highest office to offices around or below the emperor reflected the Japanese preference for evolutionary, rather than revolutionary, change and also the value placed on political stability (**THEMES 4 and 5**). Political change took place, while the emperor

remained the symbolic center of the realm, never ruling and never overthrown, contributing to the preservation of Japanese culture embodied in the imperial institution and its national mythology (THEME 5).

B. ***Court culture***, which reached its apogee in the Heian period, from the 9th to 11th centuries, constituted not only the political heart of old Japan but also its social and cultural center. Hereditary quasi-corporate court families were finely stratified within a small, interrelated ruling elite (THEME 2). These courtiers created Japanese high culture, epitomized by the elegance of Kyoto, the arts, the ***Tale of Genji***. The aesthetic of court culture valued human feelings and human relations over abstract principles of morality, values that have since been preserved as quintessentially "Japanese" (THEMES 2 and 5). The period was one of adaptation (THEME 1), in which Japan retreated from relations with China and experienced ***cultural efflorescence in a period of geopolitical isolation*** (THEME 6).

C. The ***rise of the samurai*** occurred during Japan's medieval period (12th to 16th centuries), which saw a further devolution of political rule from court nobles to warrior families, most notably a ***shogun*** who ruled in the emperor's name. The ***daimyō*** were feudal military lords who possessed land and samurai retainers bound into close, stratified domains in the provinces (THEME 2). Samurai values of personal loyalty and service to the lord became a central cultural value preserved over the centuries in tales like that of the 47 rōnin and of samurai loyal to the imperial throne (THEME 5).



II DYNAMICS OF CHANGE -- MODERNIZATION

[suggested time: 4-5 lessons]

1. "Tradition" Defined

A. The ***Tokugawa*** period, 1600-1868, witnessed over 250 years of peace and stability in a system of ***centralized feudalism***. Government was centralized under the Tokugawa shogunate but with considerable autonomy reserved to the 260 individual domains. By avoiding total unification, which might have proven too ambitious, and by establishing a complex system of controls to prevent rebellion among the daimyō, the founding shoguns sidestepped radical change in the interest of preserving political order (THEME 4). The result was the ***Pax Tokugawa***.

B. A second great wave of cultural borrowing (THEME 1) occurred in the 17th century, with Japan adopting ***neo-Confucianism*** from China as the dominant social, political, and intellectual values, which were in the course of the 18th century adapted to Japanese society, so that, for example, the Japanese structures of hereditary stratification would not be violated by a Chinese system based on status according to merit (THEME 5). Each of the ***four strata of Tokugawa society*** -- samurai, peasant, artisan, and merchant -- developed a value system that stressed its particular role in support of the larger social order (THEME 2).

C. The inward economy depended in theory on the peasant, but in fact thrived increasingly because of the commerce and industry of the merchants (THEME 3). The outward economy was shut off, as relations with the outside world were broken off in the 17th century, favoring ***seclusion*** over possible colonization and disruption at the hands of Europe (THEME 6). Once again Japan experienced a period of cultural effloresence in geopolitical isolation.

D. Genroku culture, ca. 1700, represented by the puppet plays of Chikamatsu, the haiku of Bashō,

and woodblock prints, centered around the ***urban commoners***, the merchants and artisans, no longer the courtiers or even the samurai. ***Village Japan***, with its mutually dependent communal society, became the model of social closeness (THEME 2) that remains idealized to this day.

2. The West in Asia

A. ***Asia in the age of Western imperialism***, the 19th century, presents different patterns of experience: India, which became a British colony, later gaining independence through a nationalist movement; China, which experienced internal rebellions in the 19th and two revolutions in the 20th century resulting in the establishment of the contemporary People's Republic; and Japan, which modernized on the basis of a nationalism defensive against the threat of the Western powers. In each instance the reasons for the patterns of response lay more in ***differing domestic conditions*** than in the nature of the foreign intrusion (THEME 6). In Japan's case the economic, social, intellectual, and political developments of the Tokugawa period had prepared the way for modernization. A commercialized economy, an increasingly literate population of stable size, an experienced samurai bureaucracy on both the national and local levels, a small and relatively well governed country, and other such factors determined the course that Japan's modernization would take.

B. Japan's modernization during the ***Meiji*** period (1868 to 1912) was thus one instance of a general phenomenon that occurred in England in the 18th century and in third world countries in the 20th. The ***defensive modernization*** of Japan took the form of intense cultural borrowing (THEME 1), this time from Europe and America, no longer from China. The aggressive adoption of Western ways was accompanied by the preservation of Japanese values, including the age-old imperial institution and the model of village social relations (THEME 5). Adaptation of Western ways to Japanese society (THEME 1) and the sense of an island country now thrust again into the world (THEME 6) contributed to the heightened sense of nationalism that propelled Japan's modernization in the late 19th century.

3. Modernization

A. Political modernization consisted of the establishment of a ***modern nation-state***, now fully centralized and unified in the wake of the Meiji Restoration of 1868, which saw the end of the Tokugawa shogunate. The loyal and enterprising samurai who "restored" the emperor to the throne then proceeded, as the new government which ruled in his name, to implement massive modernizing reforms. Again Japan experienced a profound change under the guise of continuity (THEME 5). Within five years the feudal lords had given their lands over to the new state, the samurai had relinquished their swords and hereditary stipends, and a peaceable transition -- a nearly bloodless revolution -- had secured the new order (THEME 4). By 1890 Japan had become a constitutional monarchy, with a parliament and bureaucracy and a revamped imperial ideology to weld the people into a nation.

B. Economic modernization meant primarily ***industrialization***, which brought the inward and outward economies into interrelation once again, the export of agricultural commodities like raw silk paying for the development of industry. The commercial tradition of the Tokugawa period became the entrepreneurial engine of Meiji Japan, and by 1900 Japan was embarked on the road to full-scale industrial capitalism, financed by domestic sources but dependent on foreign trade (THEME 3). A new tax system, based primarily on land, provided the public revenues that paid for modernization.

C. Social modernization entailed the abolition of the traditional status hierarchy to make all Japanese subjects equal under the emperor. The establishment of compulsory ***education*** and universal military ***conscription*** brought both opportunity and dislocation, as youth moved to the cities for jobs and higher schooling. ***Urbanization***, the development of a ***working class***, the beginnings of a modern ***middle***

class-- all these phenomena wrought great changes in the social closeness that had long characterized the rural village. In ideological response to this, the village was idealized and its values, human relations, and group associations were reproduced in urban counterparts (THEME 2).

4. Imperialism and War -- 1905-1945

A. ***Japan and the world order*** -- Initially disadvantaged by unequal treaties imposed by the Western powers in the mid-nineteenth century, Japan succeeded in gaining legal ***equality with the West*** by 1900. Having learned the lessons of Western ***imperialism*** (cultural borrowing of a different sort), Japan began to practice them in Asia, first in Taiwan, then in Korea, Manchuria, and China. Never wholly accepted by the Western powers, Japan turned its back on the West in 1930s and prepared to go it alone as the self-appointed "leader of Asia." The result was war against China in 1937, then Pearl Harbor and war against the United States in 1941. For Japan World War II ended with the atomic bombs and unconditional surrender in 1945. Japan's first attempt to enter the modern world order had ended in catastrophic failure (THEME 6).

B. ***Politics and economy in the prewar and war period*** -- Rapid industrialization on a still predominantly agricultural base coupled with heavy dependence on foreign trade intensified the effect on Japan of the world depression of the 1930s (THEME 3). Economic crisis and a rash of political assassinations brought the end of party government in 1932, replaced by bureaucratic "national unity" cabinets in which the military held increasing power against the specter of social disorder (THEME 4). In an atmosphere of ultra-nationalism, the government mobilized the economy and society, plunging the country into what the Japanese came to call "the dark valley" of militarism and war that lasted from 1931 until 1945. Social relations of family and community retained their primary value, contributing both to submissiveness to the state and, later, to endurance of wartime hardship without society's falling apart (THEME 2).

III CONTEMPORARY NATIONS AND CULTURES -- POSTWAR JAPAN [*suggested time: 5-7 lessons*]

1. Postwar Reform - 1945-1955 and Thereafter

A. ***Peace and democracy*** -- the dual goals of reforms under the Allied Occupation of Japan, 1945-52, were shared by the Japanese, who were eager to root out the causes of war and authoritarianism. This second modern phase of aggressive change based on Western models (now primarily America) resulted in fundamental, far-reaching reforms comparable to the Meiji reforms of the 1870s (THEME 1). A new constitution (1947) established a democratic polity with the emperor now as symbol of the state (THEME 5) and renounced war and the maintenance of armed forces.

B. The inclination toward political ***stability*** is revealed by the conservative Liberal Democratic Party having remained in power since 1955 and the related tendency toward social stability shows itself in the coherence of Japanese society through and since the postwar reforms (THEME 4).

2. Economic Recovery and Growth

A. The domestic economy was rebuilt after the devastation of the war and then expanded by ***export-led growth*** in the 50s and 60s. Trade provided the capital to purchase nearly all essential natural resources, from oil to food and lumber (**THEME 3**). Japan's increasing success in world markets since the 70s elicited criticism from its trading partners, particularly from the U.S. The combination of dependence upon -- and difficulties with -- the world economy presents Japan's most vexing international problem (**THEME 6**).

B. The ***period of high growth*** that brought prosperity to Japan in the 60s was followed in the 70s by problems associated with the costs of rapid development: pollution, emphasis on national growth rather than individual benefits, etc. In the ***post-industrial economy*** of the 80s, more emphasis has been placed on the individual consumer, spending for quality of life, and domestic consumption in general (an attempt to bring the inward and outward economies into balance, **THEME 3**).

3. Social Relations

A. The family retains its importance in the relationship between the individual and society; the reproduction of communal, village-like ties occur in schools, companies, and neighborhoods (**THEME 2**). Social habits of ***consensus and harmony*** characterize the Japanese means of making decisions and resolving conflicts, again stressing the primacy of the social group. Individual identity is gained within the collectivity rather than against it, so that growing up, for example, is less a matter of learning to "fight your own battles" than learning to pull together with others.

B. The ***homogeneity*** of society as a whole in Japan has advantages in terms of social order and national identity and disadvantages in dealing with people ethnically different such as the Koreans within Japan and foreigners in general. The ethnic homogeneity is echoed by a greater socio-economic homogeneity than in many other countries: the predominantly ***middle-class*** status of most of Japanese society. The ***network of human relations*** that is so important in Japan thus operates in a society in which many people are more alike than different (**THEME 2**).

4. School and Work

A. ***Education*** -- the Japanese school system, operates socially within classes, in terms of tracking for higher education and careers, and in relation to the social values inculcated in school. The role of sports, different values of winning or losing than in the US, the phenomena of ***juku*** (after-school tutoring) and "examination hell" (college entrance exams), and the overwhelming importance of school as the central experience of childhood all reveal aspects of Japanese society that can usefully be compared to the students' own experience.

B. ***Workplace*** -- the Japanese company is the locus of social value for men, as the family and neighborhood are for women and school is for children (**THEME 2**). "Lifetime employment" and promotion by "seniority" have until recently been distinctive features of the Japanese workplace; the samurai of old was transformed into the ***sarariman*** (salaryman) of today, with loyalty to the firm resembling the earlier loyalty to the lord (**THEME 5**). These elements are changing now as leisure time expands, the nature of the workforce is altered by robots and an expanding service sector, and job mobility increases.

5. Culture Preserved

A. Japanese ***tradition-in-modernity*** accommodates the pursuit of change even as it preserves custom and culture, often by enshrining it in different forms. Examples include: festivals celebrated in city blocks as they once were in villages, the incorporation of ***Kurisumasu*** (Christmas) into the calendar without dislodging the traditional New Year's, and the infusing of ultramodern lifestyle with the reconstituted values of Japanese tradition (**THEME 5**).

B. The identification of Japanese culture as the defining characteristic of ***national identity*** creates both a strong sense of Japaneseness (**THEME 2**) and an exclusionary stance toward those who are not Japanese, which means the rest of the world (**THEME 6**). Reconciling these two attitudes is a problem for Japan today, often evoked by the calls for "internationalization."

IV ECONOMIC DEVELOPMENT

This section is not given a separate status. Instead, economic issues are integrated into each of the other topical sections.

V THE GLOBAL CONTEXT [*suggested time: 3-4 lessons*]

1. Japan and the World

A. Japan's relations with the ***advanced industrial world***, including its ally the United States -- Japan's enormous economic power, its lack of commensurate military power and its commitment to remaining non-nuclear, its dilemma of finding ways to take international responsibility appropriate to its economic stature, and the friction caused by Japan's economic success (**THEME 3, THEME 6**), are of primary importance.

B. Japan's relations with ***Asia and the third world*** -- while Japan is aligned with the advanced industrial nations of the West, it is also an Asian country. The economic powerhouse of the region, Japan is now receiving competition from other countries (the NICs). Not only is the historical relationship of Japan's imperialism and war still a living memory in the other Asian nations, but the region is divided among Communist powers like China and democratic powers like Japan.

Japan's proper place in the region remains an issue (**THEME 6**).

2. The Future of the World

A. ***The shape of the world*** -- today there is no longer a single vision of the world order, but a global set of cross-linkages. How Japan fits -- or does not fit -- into these linkages, to the West, to Asia, to Europe, and elsewhere; how we fit -- or do not fit -- into these same linkages are all issues to be considered. The emphasis here is on our common dilemma.

B. ***Global cultural borrowing and global economy*** -- the globalization of patterns that once were national or regional characterizes the world as we know it today. Now the world borrows from Japan as Japan once borrowed from the world; now every nation's inward economy is dependent upon its outward economy; now patterns of national values are everywhere faced with challenges from other cultures and places. We are all in this one together.

3. Conclusion

A summary of the six themes, how they appear and reappear throughout Japanese history, which of the themes still hold today and which no longer obtain in a globalized world order in which Japan is not just the borrower, but the borrowed from, in which habits of social closeness can be both an advantage and a disadvantage, and in which problems of Japan in the world are one of the most serious issues that Japan and the world have to confront together.

JAPANESE HISTORY / A Chronological Outline

c.4000	**JŌMON culture**	Prehistoric culture characterized by hand-made pottery with [illegible]e pattern design.
500 BC/AD	**YAYOI culture (c.300)**	More advanced agricultural society, using metals and wheel-turned pottery.
200	**Tomb period (c.300 AD)**	Great earthen grave mounds and their funery objects, such as clay *haniwa* - terra cotta figurines of people and animals, models of buildings and boats - attest to emergence of powerful clan rulers. Among these was the Yamato clan, whose rulers began the imperial dynasty that has continued to the present.
400	**Introduction of Buddhism 552**	
600	**Taika Reform 645**	Reorganization and reform based largely on learning improted from China: Buddhism, writing system, bureaucratic organization, legal theories.
800	**NARA 710-784**	Establishment of first permanent capital at Nara; emergence of Japanese patterns of administration and institutions. Beginning of classical period.
	HEIAN 794-1185	
	Late Heian (FUJIWARA)	Great flowering of classical Japanese culture in new capital of Heian-kyō (Kyoto). Court aristocracy, especially women, produced great body of literature - poetry, diaries, the novel *The Tale of Genji* - and made refinded æsthetic sensibility their society's hallmark.
1000		
1200	**KAMAKURA 1185-1333**	Begining of military rule, as samurai (warriors) replaced nobles as real rulers of Japan. Imperial court remained in Kyoto but shogun's governing organization based in Kamakura, south of modern Tokyo.
	Kemmu Restoration 1333-1336	
1400	**ASHIKAGA 1336-1573 (MUROMACHI)**	New warrior government in Kyoto retained weak control of the country, but from its base in Kyoto's Muromachi district became patron of newly flourishing artistic tradition, influenced by Zen Buddhist culture as well as samurai and court society.
	Country at war	Warring factions engaged in lengthy, destructive civil wars.
1600	**Unification 1568-1598**	
	TOKUGAWA (EDO) 1600-1867	Country unified under military government which maintained 250 years of secluded peace, leading to development of vibrant urban, "middle-class" culture with innovations in economic organization, literature, and the arts.
1800		
1900	**MEIJI restoration 1868**	Emergence, with Western stimulus, into modern international world, marked by dramatic alterations in institutions, traditional social organization, and culture.
	Meiji period (1868-1912)	
	Taishō (1912-1926)	
	Shōwa (1926-1989)	
	Contemporary Japan 1945-present	Japan as a world power in the twentieth century.
	Heisei (1989-)	

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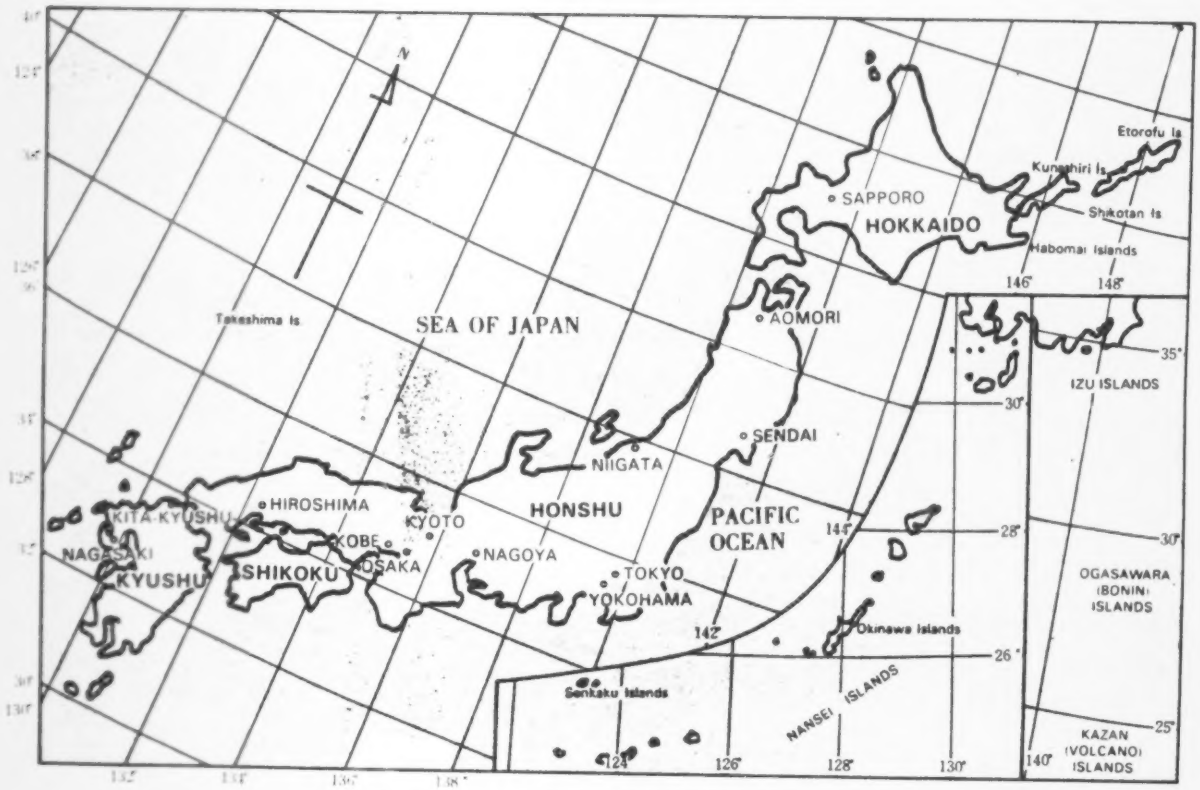
map 1

JAPAN/THE ISLANDS

JAPAN



Acknowledgments

The source for this map is the pamphlet Japan Today (Ministry of Foreign Affairs, Japan, March 1983), back cover. The pamphlet is available from your local Japan Information Center, Consulate General of Japan.

Note:

Ownership of the islands Kunashiri, Etorofu, Habomai and Shikotan is disputed. The U.S.S.R. occupied them in 1945 and has asserted sovereignty over them since. Japan claims these Northern Territories as original Japanese territory not affected by the San Francisco Peace Treaty of 1952. The issue is a continuing problem in Russo-Japanese relations showing little prospect of resolution.

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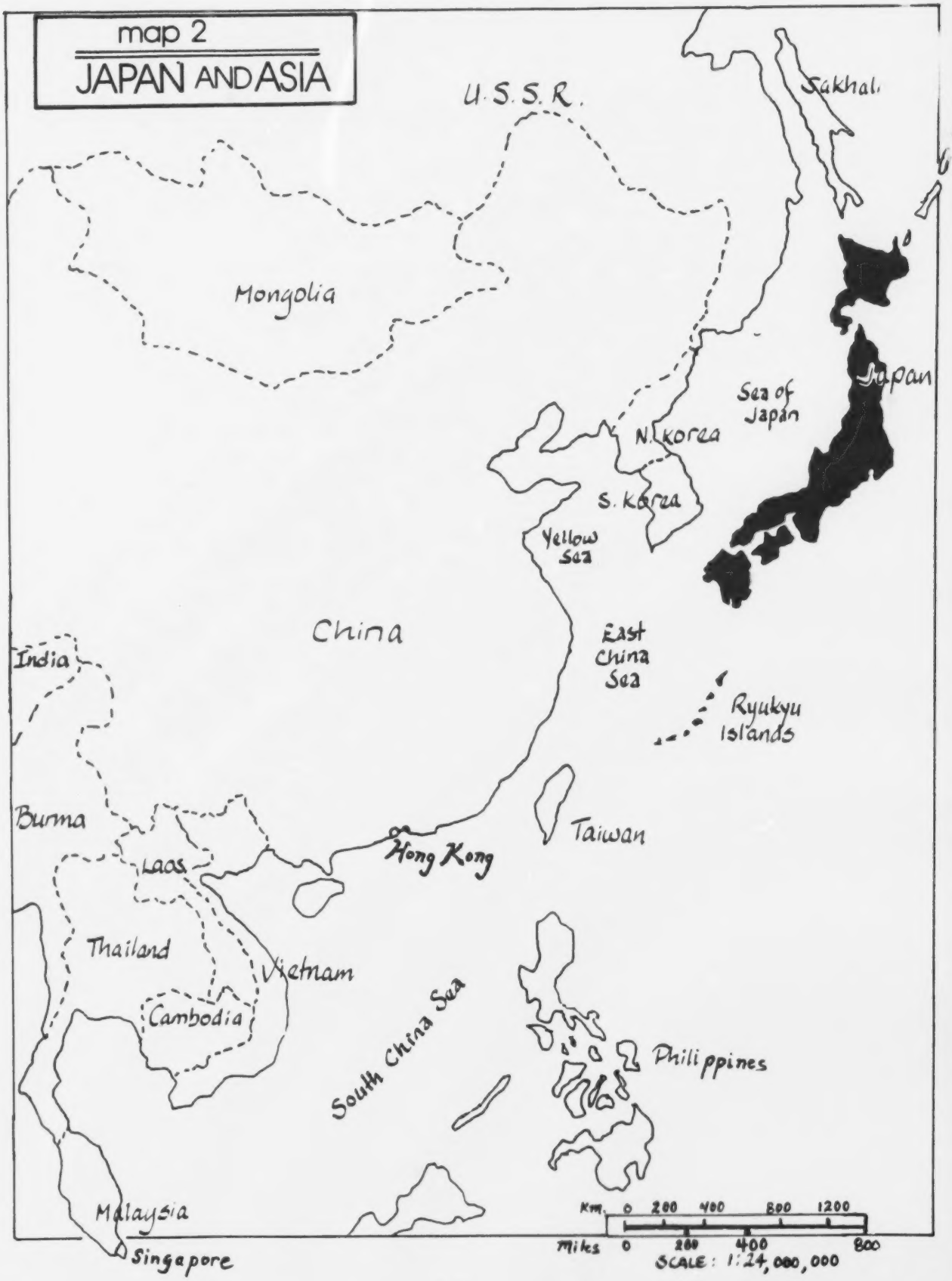

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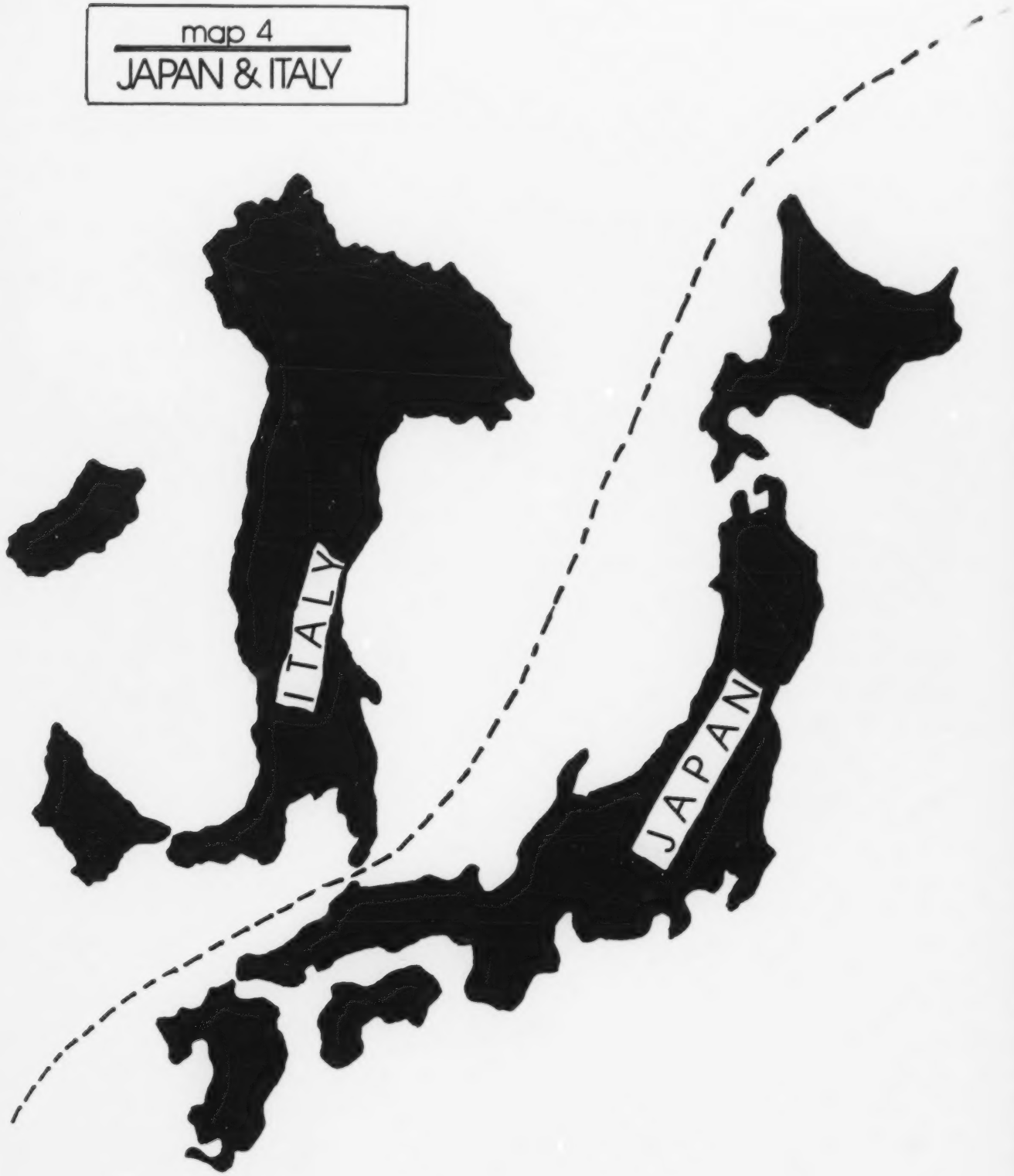
map 3

JAPAN & CALIFORNIA

map 4

JAPAN & ITALY



map 5

TOPOGRAPHY

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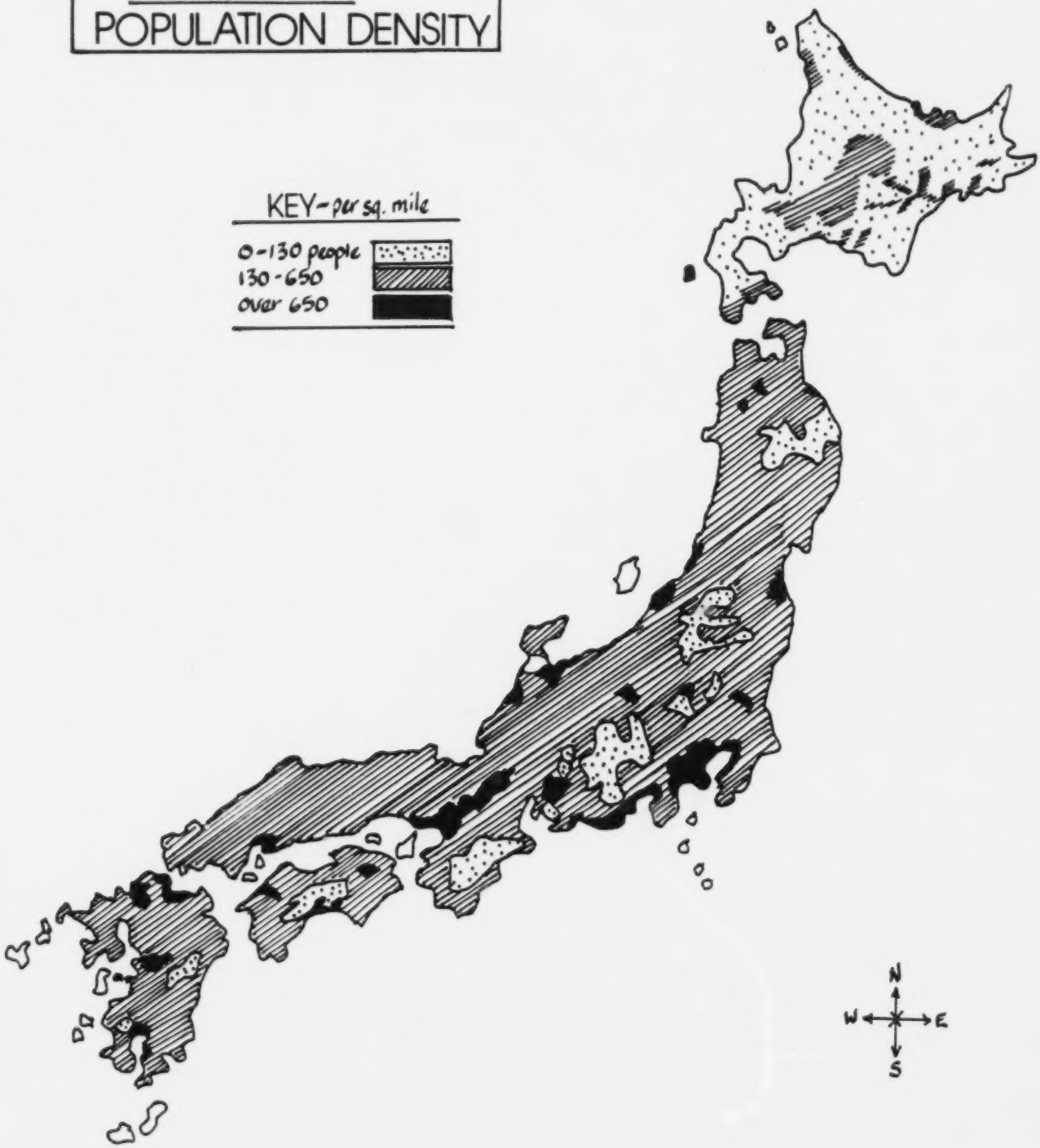
map 6

POPULATION DENSITY



East Asian Curriculum Project
Publications Series

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Highly Recommended

Audio-Visual Resources

on

JAPAN

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420 West 118th Street, New York, NY 10027

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Design motifs used in the text are from *Japanese Design Motifs*, compiled by Matsuya Piece-Goods Store (1972), and *Japanese Cut and Use Stencils* by Theodore Menten (1980), both published by Dover Publications in New York.

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VIDEO LETTERS FROM JAPAN II

This most widely used and highly acclaimed series of video programs on Japan is now available in a second series of three (3) programs for the upper secondary level. Program titles include:

"Suburban Tokyo High School Students"

"The College Years"

"The Early Working Years"

Available from: Education Department
The Asia Society
725 Park Avenue
New York, New York 10021

Price: $22.95 per program, including teacher's guide

FACES OF JAPAN

This highly acclaimed PBS series on contemporary Japan is now available in edited format for secondary schools. Five (5) programs, each fifteen (15) minutes in length, have been selected and edited from the original series. The programs are available as a set, complete with teachers guide, hand-out activities, and background material. Program titles are:

"Young Baseball Heroes"

"The New Generation"

"The Story of Noriko"

"A Small Business"

"The Salaryman"

Available from: Pacific Mountain Network
12596 West Bayaud, Suite 215
Lakewood, Colorado 80228

Price: $125 for set of five (5) videocassettes plus teacher's guide

The original series of 13 half-hour programs is available with viewer's/teacher's guide from TeleJapan USA, 57 West 58th Street, 7th Floor, New York, NY 10018, telephone (212) 980-5333. Price is $100 per program, $1,000 for the series.

JAPAN

A series of four (4) one-hour programs on contemporary Japan produced by WTTW, Chicago. Hosted by actress Jane Seymour, the series guides viewers through Japan of today, exploring history to provide insights to the present and the future. Program titles are:

"*The Electronic Tribe*" - deals with the backgrounds of social cohesiveness and collective thinking

"*The Sword and the Chrysanthemum*" - traces the roots of business behavior to the samurai ethic

"*Legacy of the Shoguns*" - details events, personalities, and cultural forces of the change from feudalism to global power

"*A Proper Place in the World*" - chronicles the processes of imperialism and modern democracy

Available from: Coronet Film and Video
108 Wilmot Road
Deerfield, Illinois 60015-9925
(800) 621-2131

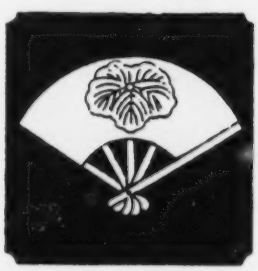
Price: $125 each program; $400 for services of 4 programs

UNDERSTANDING THE JAPANESE ECONOMY

This 40-minute video considers the relationship between Japanese education and economic growth, the structure of Japanese corporations, and Japan in the world economy. A teaching guide, with activities and discussion questions, accompanies the videotape.

Available from: Center for Economic Education
University of Wisconsin
SSS #481
Eau Claire, WI 54701

Price: $49.00



JAPAN: THE CHANGING TRADITION

This series of 16, 30-minute video programs, examines modern Japanese history from the first contacts with the west in the 1500s to the 1970s, tracing the emergence of the nation from isolation to its present-day position as a leading economic power. The programs of this series were produced in 1978 by the University of Mid-America for high school through adult audiences, with the active assistance of the Japan Broadcasting Corporation as well as other Japanese agencies and institutions.

The documentary-style programs include sequences filmed on location in Japan as well as footage assembled from Japanese and American archives. Much of this material has never before been available to American viewers. By drawing upon Japanese historical film reaching back to the early 1900s, together with contemporary Japanese documentaries, news film, historical dramatizations, and even television commercials, the series is able to present a view of Japan more comprehensive, and yet more intimate, than any previously available. The series received a 1980 Ohio State Award.

Other course components include a textbook: **The Japanese**, by Edwin O. Reischauer, (Harvard University Press), a study guide, newspaper feature articles, viewing notes, and an instructor's guide. There is also a guide for high school teachers.

Write for a description of each of the program titles. *(The new release entitled **Japan 2000: A View from Within/Global Perspectives**, available from the same distributor as part of the **Japan: Toward the 21st Century** project, is recommended only as an update and not as a replacement for the original series.)*

Available from: Great Plains National Television Library
Box 80669
Lincoln, Nebraska 68501
1-800-228-4630

*(**JAPAN: THE LIVING TRADITION**, is the companion series. It is not as appropriate for the secondary level curriculum.)*

THE JAPANESE IN RUTHERFORD COUNTY, TENNESSEE

This 30-minute documentary focuses on one Japanese owned manufacturing plant in Rutherford County, Tennessee. The video highlights the interaction between Japanese and Americans both in the workplace and in the community. A 38-page teacher's study guide offers a dozen lesson plans designed to use the video as a springboard for discussion of broader economic, geographic, and historical issues.

Available from: Intercultural Press, Inc.
P.O. Box 768
Yarmouth, ME 04096
(207) 846-5168

Price: $35 for 1-week preview; $125 purchase

Filmstrips

INTRODUCTION TO JAPAN

A Harvard University Press series of 8 color filmstrips, produced in 1980 and narrated by Edwin O. Reischauer, that provides an overview of history and society.

Available from: Harvard University Press
Audiovisual Division
79 Garden Street
Cambridge, MA 02138
1-617-495-2600

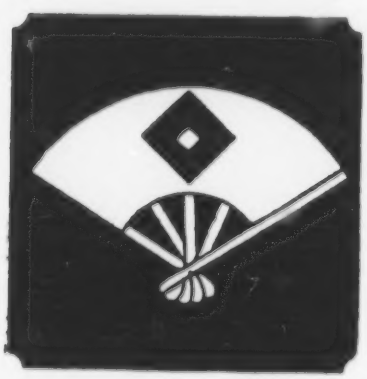
Catalogues & Guides

JAPAN IN FILM: A COMPREHENSIVE, ANNOTATED CATALOGUE OF DOCUMENTARY AND THEATRICAL FILMS ON JAPAN AVAILABLE IN THE UNITED STATES

Edited by Peter Grilli and published by the Japan Society in November 1984, this is the most inclusive and up-to-date guide to films on Japan available. Highly recommended.

Available from: Japan Film Center
Japan Society, Inc.
333 East 47th Street
New York, NY 10017

Price: $7.50



Elementary Level Resources

VIDEOLETTERS FROM JAPAN (Series 1 - revised edition)

This excellent set of six (6) videocassettes, prepared by the Asia Society, provides students with an excellent visual introduction to daily life in Japan. Narrated by an Japanese school child, the films can be chosen on the topics listed below. Each unit comes with a videocassette (25-minutes in length), a teaching manual, and classroom poster. Designed for grades 5-7, the videos have been easily and successfully adapted to lower or upper grades. Topics are:

"My Day"	A day in the life of a Tokyo sixth grader;
"Tohoku Diary"	A school trip exploring the geography of northern Honshu;
"My Family"	An in-depth look at two families in northern Japan;
"Making Things"	A view of traditional and contemporary industry;
"Living Arts"	An introduction to traditional dance, Kabuki theater, the tea ceremony, and flower arrangement; and
"Our School"	An exploration of the fun and games as well as the rigorous academic schedule of school life in Japan.

Available from: Education Department
The Asia Society
725 Park Avenue
New York, New York 10021

Price: $22.95 each packet ($130.00 for the entire set of six, pre-paid)

CHILDREN OF JAPAN: LEARNING THE NEW, REMEMBERING THE OLD

A twenty-one minute introduction to Japan made by Discovery Productions as part of the EPCOT Educational Media collection. The film is narrated by an 11 year-old Japanese child as if he were writing to an American penpal.

Available from: Coronet/MTI Film & Video
108 Wilmont Road
Deerfield, IL 60015
1-800-621-2131

Price: Inquire

3-2-1 Contact: JAPAN WEEK

This five-part series, produced by Children's Television Workshop, focuses on science as well as on aspects of Japanese life. Filmed in Japan, these 27-minute programs are highly recommended for grades 3 through 8. Program titles and topics include:

"*Precious Oysters, Rare Salamanders*" (environment and biology)

"*Landslide*" (Mt. Fuji and geology)

"*Paper and Kites*" (general science)

"*Earthquake*" (geology)

"*Judo and Computers*" (Japanese language and mathematics)

Available from: Children's Television Workshop
School Services Division
One Lincoln Plaza
New York, NY 10023

Price: $26.48 each video program
$ 4.25 each teacher's guide

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